

Homework for Today Wed. 4-5-17

Absent

6A

Maya

6B

none

6C

Lindsay

Science - none

Social Studies - Review for CAP test

Reading -

Word Ladder p. 17/18

- ~~Donner~~ Plays SCOPE. Plays & Questions
(See me)

English/Language Arts -

IRT

HW: Read and Reading Log due Friday!

Math -

Took notes on dividing fractions

Fraction word problem sort w/s

Word problems w/fractions w/s

Homework Lesson 6 & 7 w/s - Evens only Due Friday

Other -

Name: _____ Date: _____

Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will consider the mood of the following excerpt of Scene 5 from *War of the Worlds*.

N4: Henry turns back to Leatherhead. He passes troops digging trenches and getting into firing position.

Henry (to himself): Those guns won’t stop the Martians. It’s like shooting arrows at lightning.

N1: In the next town, people casually pack their things.

N2: Men and women look sharp in their pressed suits and dresses. Laughing children run around amid the carts and carriages.

Henry (shouting): Don’t you know what’s over there?

N3: Henry points in the direction of Maybury.

Henry: Death! Death is coming!

N4: A woman looks at him with pity.

Woman: Poor man. He’s gone mad.

Man: The army’s got things under control. We just need to get out of their way so they can do their job.

Henry: You aren’t listening. You all need to go—now! Leave your belongings and run for your lives!

N1: The people ignore Henry, so he continues on.

N2: Henry sees a man sitting in the dirt weeping.

Joe: This is the end of us.

Henry: Keep your head, good man. There is still hope.

Joe: Hope? The Martians are invulnerable.

Henry: It might seem like that, but I know we’ll find a way. There are millions of us. We can beat them.

N3: Pop! Pop! Pop! More gunfire.

N4: Henry sees the tripods in the distance. Then everything goes eerily quiet.

Henry: What is happening?

N1: An inky black cloud spreads over the valley.

Henry: Poison gas! Run!

N2: The men scramble to get away.

N3: They run to the next village, where they break into an empty house and hide.

Joe (panting): It’s no use. We’re doomed.

N4: There is a blinding flash of green light, followed by a massive thud.

N1: Glass shatters. Pieces of the ceiling rain down.

Henry: Are you all right?

Joe: Yes. I think so.

N2: Joe gets up, crackling the glass on the floor.

Henry: Shhh! Quiet! The Martians may be near.

N3: The men remain still until dawn. Light filters in through a hole in the wall.

N4: Henry puts his eye up to it.

Henry (whispering): Another cylinder has struck right next to this house. A Martian is standing guard. And what’s that? A metal cage full of . . .

Joe: What? Full of what?

Henry: People. They are collecting people and—

N1: Henry gasps.

Henry: God save us. The Martians are taking blood from the humans and injecting it into their veins. They’re . . . feeding on us.

N2: Joe drops his head into his hands, moaning.

Here are three words that could be used to describe the mood of the scene:

terrifying, hopeless, urgent

Psst!
Urgent
means “needing
immediate
attention or
action.”

1. Look at the dialogue between Henry and the people of Leatherhead. We've listed three things Henry says that help create a mood of urgency. List one more.

- "You aren't listening. You all need to go—*now!*" • (shouting) "Don't you know what's over there?"
- "Death! Death is coming!" • _____

2. How do Henry's lines when he's talking to the people of Leatherhead create a mood of urgency? Check the box next to the best answer.

- ☐ A. Henry's lines create a mood of urgency because they help readers understand that time is running out and if people don't leave town now, they will likely be killed.
- ☐ B. Henry's lines create a mood of urgency because they show the reader that Henry is planning to travel to Leatherhead.
- ☐ C. Henry's lines create a mood of urgency because they show that the aliens are not friendly.

3. Joe says to Henry, "It's no use. We're doomed." Check the box next to the word that best describes the tone of Joe's comment.

- ☐ urgent ☐ hopeless

4. Write something else Joe says or does that helps create the mood you chose in question 3.

5. Throughout the scene, the narrators describe what the characters see and hear. We've listed two lines in which they do this. List two more.

- "An inky black cloud spreads over the valley." • "Pop! Pop! Pop! More gunfire."

• _____

• _____

6. How do the narrators' descriptions of sights and sounds help create a terrifying mood? Check the box next to the best answer.

- ☐ The narrators' descriptions of sights and sounds help readers know what the characters see and hear.
- ☐ The narrators' descriptions of sights and sounds are vivid and show that Henry and Joe are scared.
- ☐ The narrators' descriptions of sights and sounds create a terrifying mood by providing details that allow readers to feel like they are right in the middle of a deadly alien invasion.

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In this activity, you will consider the mood of Scene 2 in *The Poison Sky*:

SCENE 2***A bird sanctuary in Massachusetts, 1957***

N2: It is four years earlier. Olga and Stuart Huckins sip iced tea on their porch.

N3: Surrounding their house is a thick green forest.

N1: Birds chirp as a warm breeze gently rustles the trees.

N2: Suddenly, a loud whirring noise shatters the peaceful scene.

Olga: What is that?

Stuart (pointing): Look there.

N3: They watch a plane fly over their land. It releases a spray that settles over the woods and marshes of their bird sanctuary.

Olga: That plane is spraying DDT again!

Stuart: It's just killing the mosquitoes.

N1: The Huckinses walk around their property.

N2: Suddenly, Olga gasps.

N3: Five songbirds lie on the ground—dead.

Olga: These birds were poisoned.

Stuart: Something is terribly wrong.

N1: There is a thud.

N2: A robin drops from a tree branch above them. Its bill gapes open. Its splayed claws are drawn up in agony.

Olga (kneeling down): What a horrible death.

Stuart: What can we do about this?

Olga: I'm going to write my friend Rachel.

Stuart: The nature writer?

Olga: Yes. She knows people in D.C. Maybe she can help us.

This scene starts off in one mood and then shifts to another. Let's look at what those two moods are and how the playwright creates them.

1. Where does this scene take place? _____

2. The first three lines of this scene contain imagery, or descriptions that appeal to the reader's five senses (sight, hearing, taste, smell, touch). We've listed three sensory details. List one more.

- The house is surrounded by a thick green forest.
- Olga and Stuart are sipping iced tea on their porch.
- Birds are chirping.
- _____

3. At the beginning of Scene 2, the mood is safe and peaceful. Which one of the following does NOT state a way that this safe and peaceful mood is created?

- ☐ A. The setting—a bird sanctuary—takes readers to a place that exists to provide a safe home for wildlife, creating a safe and peaceful mood.
- ☐ B. The imagery in the first three lines of the scene invites readers to imagine a safe and peaceful situation. Readers can visualize a couple relaxing on the porch, “hear” the soothing sounds of nature, and “feel” the pleasant sensation of a warm breeze on their skin.
- ☐ C. The setting creates a safe and peaceful mood because the scene takes place in Massachusetts in 1957.

4. After the safe and peaceful mood is established, Narrator 2 says, “Suddenly, a loud whirring noise shatters the peaceful silence.” Choose two words that best describe what the mood shifts to with that line:

- ☐ dreamy ☐ alarming ☐ hopeful ☐ disturbing ☐ light-hearted

5. The mood you identified in Question 4 continues throughout the rest of the scene. We've listed two lines that help continue that mood. List two more.

- “Suddenly, Olga gasps.”
- “Five songbirds lie on the ground—dead.”
- _____
- _____

6. Complete the sentences below to explain how the lines in Question 5 contribute to the mood you identified in Question 4.

The lines about dead birds help create a _____ mood because _____

The words and actions of the Huckinses help create a _____ mood because they show that the Huckinses are feeling _____

Lesson 6 Homework Practice

Divide Whole Numbers by Fractions

Find the reciprocal of each number.

1. $\frac{2}{7}$

2. $\frac{1}{9}$

3. $\frac{3}{8}$

4. $\frac{1}{2}$

5. $\frac{11}{12}$

Divide. Write in simplest form.

6. $2 \div \frac{1}{6}$

7. $2 \div \frac{2}{5}$

8. $3 \div \frac{1}{4}$

9. $4 \div \frac{1}{10}$

10. $2 \div \frac{1}{4}$

11. $8 \div \frac{2}{5}$

12. $6 \div \frac{4}{5}$

13. $7 \div \frac{5}{8}$

14. $13 \div \frac{3}{5}$

15. $10 \div \frac{4}{5}$

16. $14 \div \frac{7}{9}$

17. $14 \div \frac{5}{7}$

18. **PARTY** For a party, 20 sandwiches are being made. If each sandwich is cut into thirds, how many sandwich pieces are there?

19. **PICNICKING** An average ant is $\frac{1}{4}$ inch long. A picnic blanket is 72 inches long. How many ants long is the picnic blanket?

20. **WIRE** Carmen cuts a 60-inch-long wire into pieces that are $\frac{3}{4}$ inch long. How many pieces does she have?

Lesson 7 Homework Practice

Divide Fractions

Divide. Write in simplest form.

1. $\frac{2}{7} \div \frac{1}{7}$

2. $\frac{1}{9} \div \frac{2}{3}$

3. $\frac{3}{8} \div \frac{1}{2}$

4. $\frac{2}{3} \div \frac{1}{6}$

5. $\frac{1}{2} \div \frac{2}{5}$

6. $\frac{2}{3} \div \frac{1}{4}$

7. $\frac{3}{4} \div \frac{1}{10}$

8. $\frac{2}{5} \div \frac{1}{4}$

9. $\frac{1}{8} \div \frac{2}{5}$

10. $\frac{3}{7} \div \frac{4}{5}$

11. $\frac{5}{8} \div 2$

12. $\frac{3}{7} \div \frac{3}{7}$

13. $\frac{4}{5} \div \frac{7}{10}$

14. $\frac{7}{9} \div 14$

15. $\frac{5}{7} \div \frac{4}{9}$

16. **INSECTS** An average ant is $\frac{1}{4}$ inch long. An average aphid is $\frac{3}{32}$ inch long.
How many times longer is an average ant than an average aphid?

17. **LAND** A field has an area of $\frac{9}{20}$ square mile. Find the width of the field
if the length is $\frac{9}{10}$ mile long.

Dividing Fractions Notes

Date: _____

Reciprocal: _____

Keep, Change, Flip

Steps to Dividing Fractions:

1. _____ the first fraction.
2. _____ the sign to _____.
3. _____ the second fraction to its _____.
4. _____ the problem through numerator x numerator
denominator x denominator
5. Always _____.

Examples:

| | |
|--------------------------------|--------------------------------|
| 1. $\frac{2}{8}$ $\frac{3}{4}$ | 2. $\frac{4}{9}$ $\frac{2}{4}$ |
| 3. 8 $\frac{2}{3}$ | 4. $\frac{2}{3}$ 5 |

Names _____

Directions:

Read the word problem and decide if you need to multiply or divide. Solve the problem. Cut out and glue in the correct column.

Jennifer has $3\frac{1}{2}$ cups of jelly beans to share with 7 friends. How many cups does each person get?

Of the 40 students who auditioned for the school play, $\frac{3}{4}$ of them were called back for a second audition. How many students were called back for another audition?

84 people attended a play. Of the 84 students, $\frac{1}{3}$ of them were parents. How many parents were in the audience?

Blake and Jerome will split $\frac{1}{4}$ of a cherry pie. How much of the cherry pie will each get?

Kelly has $\frac{3}{4}$ of a pie left. She wants to split the pie with 3 of her friends. How much of the pie will each person get?

Susan bought 60 cookies. She shared $\frac{1}{3}$ of them with her friends. How many cookies did she have left?

Ben made 5 cups of Koolaid. She wants to pour it into glasses that will hold $\frac{1}{2}$ a cup. How many glasses will she be able to fill with Koolaid?

Sara bought 12 feet of fabric to make curtains. She needs to cut into $\frac{1}{4}$ foot sections. How many sections of fabric will she have?

There are 44 books per shelf and there are 8 shelves. $\frac{1}{4}$ of these books are novels. How many novels will there be?

Of the 125 students in 5th grade, $\frac{3}{5}$ of them have a mobile phone. How many students do not have a mobile phone?

Names _____

Fraction Word Problem Sort

Multiplying Fractions

Dividing Fractions

Names _____

Word Problems with fractions!

Directions: Create 2 division word problems; one dividing a whole number by a fraction, and the other dividing a fraction by a whole number. Create an illustration to go along with the word problem.

[illegible]

